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lation exercises based upon them, to provide "substantial drill material" for intensive work in connection with the grammar. Teachers who use it for this purpose will undoubtedly find that much ground will be well covered in comparatively little time.

Another good feature of the book is the treatment of French sounds, which does, indeed, avoid almost entirely the use of phonetic terms but is "phonetically" sound, as far as it goes. A teacher who desires to take a class farther than the book does will find the way prepared instead of finding it blocked, as is too often the case with other textbooks. The use of the phonetic type is not restricted to marking the pronunciation of isolated words, but whole French exercises are given in it, "at the bottom of the page, where those who wish it can find it easily, and those who object to it need not look at it." This conciliating unobtrusiveness may perhaps help to make some converts.

Still another attractive feature is the treatment of the verbs, even irregular verbs being introduced at once (p. 23), since "far better results are obtained when, from the beginning, the pupil learns most forms as derived in accordance with a few simple rules, and then concentrates his attention on the exceptions." Consequently Mr. Snow duly brings out the importance of the shifting of the stress, with consequent vowel-change, in the conjugation of the verb. But his explanation seems questionable. He says, p. 27: "More stress requires more breath; more breath requires a wider mouth opening to let it out; opening the mouth wider means naturally a change to a more open vowel." It can be objected that it is by no means necessary to assume any strengthening of stress for the changes, e. g., Latin *e* > *ei* > *oi*; or Latin *o* > *uo* > *ue* > *eu*. The three steps were really (1) lengthening of free vowel; (2) diphthongation, which implies some weakening rather than any strengthening; (3) sound-change of increment. It is noteworthy that this change produced in every case a more closed, by no means a more open, vowel than the original one. The plain statement of the real facts in the case is, and remains, the best explanation.

It is no fault of the book that the treatment of modes and tenses offers itself most temptingly for discussion, a discussion which would lead so far that it cannot be indulged in here. Even where it might be possible to take issue with Mr. Snow's statements, it must be admitted that these objections would by no means call into question the value of the book for use in the French classrooms of schools and colleges, where, it is to be hoped, it will soon make for itself the place and name it undoubtedly deserves.

Essentials of French. By VICTOR E. FRANÇOIS. New York: American Book Co., 1912. Pp. 426.

The object of the author in writing this book was "to prepare an attractive, practical, slowly progressive grammar." A teacher who is in sympathy with the time-honored uncompromising translation method, and either by choice or by necessity desires to reduce the intellectual effort of the pupils as

much as possible, will find that the author faithfully keeps in his book the promise of the preface. Other teachers, on the contrary, may be repelled by the bulk of the book, and its exceedingly deliberate gait; irregular verbs, e.g., are not touched at all till the fifty-fifth lesson, on p. 194. Each lesson consists of "the French text, which is the pivot of the lesson; a grammar drill, or set of questions, or both; and an English exercise based on the preceding French texts. . . . The questions are also based on the French text, leaving no excuse to the student for not answering them properly."

This French text, to the very last exercise on p. 344, consists of almost entirely disconnected sentences, so that the "proper" answers of the student will depend, not on any power gained by previous work, but on purely mechanical memory work: e.g., "Que dit-on du lac que vous, avez vu ?—On dit que le lac que nous avons vu est le plus pittoresque du pays. Que pensez-vous de votre sœur ?—Je pense que ma sœur est très généreuse; elle donne à ses amies ses plus jolies fleurs." In this respect the book marks a step backward rather than a step in advance, not only of more recent publications like Effinger and Thieme's or Colin and Sérafon's grammars, but even of older books like Fraser and Squair.

Given the kind of grammar that Mr. François undertook to write, these traits, objectionable though they may appear to some teachers, were most likely inevitable; and it can be freely conceded that the author has succeeded in producing a most painstaking, careful, consistent piece of work, a grammar that should make a strong appeal to those teachers who are in sympathy with the method employed.

Le français et sa patrie. By L. RAYMOND TALBOT. Boston: Benj. H. Sanborn & Co., 1912. Pp. 294.

"To present French which will be easy enough for use early in the first year of study and at the same time be of interest to the pupils" is the very praiseworthy object of the book, and it is undoubtedly true that "both teachers and pupils will certainly welcome information concerning the people whose language they are studying."

This information is attractively conveyed in the first part of the book by a series of dialogues between two young Americans who come together to Paris and go sight-seeing there; in the second part of the book, letters written by one of the two young men to the other, who has left Paris, and also to other friends, take the place of the dialogues, and give interesting glimpses not only of the capital but of other sections of the country. While these accounts and descriptions nowhere reveal a profound understanding of French social and political conditions, they are bright, chatty, and pleasing; they should prove of interest to any wide-awake school or college class, and furnish excellent material for drill in conversation.

That among the host of "facts" stated, some errors should have crept in is scarcely surprising. Thus, p. 61, it was not "en formant la République" that the old division of France into provinces was replaced by the newer one